

# THE MISSOURI EDUCATOR.

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## FIFTH ANNUAL SESSION OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

### OPENING SESSION.

On Tuesday evening, July 10th, the Association convened, pursuant to notice and adjournment, in the High School building.

At 8 o'clock, P. M., a large number being present, the President, Mr. C. S. PENNELL, called the meeting to order, and with a few appropriate remarks introduced Rev. Dr. NELSON, of St. Louis, who opened the exercises with prayer.

The President read a note from Mr. EDWARD WYMAN, President of the Board of Directors of the St. Louis Public Schools, excusing himself for not being able to give the address of welcome to the Association, as announced on the programme. His official duties prevented his attendance, much to his regret, and he trusted that it was unnecessary to assure the Association of his hearty sympathy with the cause, and that they would the more readily excuse his absence when they learned that he had prevailed upon the Rev. Dr. PORTER to supply his place.

Upon being introduced to the audience. Dr. PORTER said:

I do not expect, my friends, to occupy any more than the place of Mr. WYMAN, in giving you a few words of welcome this evening.

You come together as an association of teachers, in public convention. Conventions just now are very popular. We are having many of them in all parts of the country, and they command a very large place in the public eye. This convention will not command so large a place as those do, just as the foundation stones, which lie beneath the towers of this building, will not command that notice which the towers themselves command.

This convention comes together here to consult upon those great interests which appertain to Church and State, social life, and the welfare of the human race: not to select candidates for political relations; but to consider the best means and measures for making *materials* to fill important places in *all* relations. Teaching has become a regular profession, and we greatly rejoice that the old times have passed away, when

the country was supplied by young ladies or gentlemen who could devote only a part of their time, and that for the sake of the emolument, to teaching. Teaching was a mere resort, and no one thought of following it as they did the practice of law or medicine. Now, we educate our teachers, and consider it a profession as real and requiring a training as special as divinity or law. This augurs well for our schools, and we see its effects in the elevated and still rising character of all our schools.

Fellow countrymen, the place you occupy in that community in which you live, the duties which devolve upon you, are certainly of vital importance to all who live in that community. You recollect the answer of the sculptor, who being asked his object, said, "I work for immortality." This in a higher sense is the teacher's object. You train the future statesmen, you train the mothers that are to occupy the homes of your commonwealth; you train the ministers, lawyers, and physicians; you prepare all for industry in the pursuits of life.

That you may have skill and the essential qualifications to do this work well, is no small matter; and now that the teacher is expected to be educated for his profession, we are all thankful. But, my friends, there is something which theoretical education cannot give. I may have spent ten years in school preparing for the ministry, yet when I enter it I have in a sense but commenced my education. So with the physician, the lawyer—so it is universally. Experience is the best of all educators. And hence it is that you come to bring together your experiences and compare them. You come that practical teachers may educate each other. It is especially in this aspect that we, citizens of St. Louis, welcome this Association now and at all times whenever you choose to meet here.

We are proud of our schools—the primary which commence, the intermediate grades which advance then to this—the High School, and this, the keystone in the arch of public instruction. We are proud of those which take a higher rank than this, and which at a recent period have offered the means of the most liberal culture to the youth of this city, who in former times were necessitated to seek it in other and remote cities. But these schools are but commencing their onward progress in improvement. We have but gained a height from which we can look up to still greater and nobler heights, and we mean to reach them. We welcome this Association as one of the means for that end.

But, teachers, in giving you these few plain words of welcome, let me congratulate you on the profession that you have chosen. It is something to feel that a man is making a pair of shoes or building a house—they are industrial pursuits—but it is a greater to feel that he is moulding the character, moulding the mind and heart.

This is your high vocation, and may God give you grace to pursue your calling with fidelity, and may these exercises be such as shall tend to advance that great interest which has called you together. The city at large will not wait upon your exercises, but intelligence, philanthropy, and piety, will thank you for coming, and the future generation whom you instruct, to whom you give better instruction for these exercises, will rise up and thank you, and "Wisdom shall be justified of her children."

On motion of Mr. HARRIS, it was

*Resolved*, That the thanks of the Association be returned to Rev. Dr. PORTER, and that he be invited to accept honorary membership with the Association.

The President's lecture being next in order. Mr. PENNELL announced his subject "English Literature." Disclaiming any attempt to treat so vast a subject in all its details, the lecturer said:

I will rather go to the class room and there try to give some hints and suggest some topics for reflection which may give aid to a learner

and increase his interest in this very interesting department of human study. The pupil must above all know history; it being as necessary to literature as geography and chronology are to history; the pupil must not merely know events, but the genius and spirit of successive ages. The lives of the authors demand attention as, in many cases, throwing light upon their writings.

The philological department of literature requires a knowledge of early migrations and settlements. No one would try to make the introduction of Norman French words intelligible without the history of the Norman Conquest, and the relation which, for a long time, the conquerors maintained towards the conquered people. The same of the Saxons, the Romans and the Celts.

The student may as well learn Homer without the Grecian Mythology, or the Norse Sagas, without learning who Thor was, as to study the etymology and early literature of the language without a knowledge of the aboriginal races. That mind is prepared for improvement which has the habit of inquiring for causes and effects and other permanent relations; and knowledge thus associated is retained. The pupil who has learned the laws which govern the growth of languages, and the changes which words undergo in their forms, is likely to be kept in an enquiring state of mind.

In considering the Celts, for illustration, vast hordes of whom crowded into western Europe, our knowledge is necessarily very vague.

Many disputes have arisen between scholars from forgetting that the Roman *c* and *g* (when representing the Greek *kappa* and *gamma*) represent hard sounds at all times, while in English they are softened before certain vowels. This has made the words Gael, Cimbri, or Cimri—called also Belgae, —Celtae, Galli, Gaul, seem unconnected words; although their Greek originals are identical. The facts seem to be that as early as the sixth or fifth centuries before Christ, Eastern Europe was invaded by vast numbers of Cimri from the great Asiatic hive. Some halted in Asia Minor, but the larger portion passed on along the northern base of the Balkan and Carpathian mountains to the Baltic and North seas. At a later period another swarm, Gaelic Celts, traversed Europe by a track a little to the south of the Cimri, and filled England, Brittany, and penetrated Spain. In the fourth century, B. C., another horde of mixed tribes followed the same track—the Cimri pressing northward, the Gaelic southward.

Thereafter, till the first century, the pressure seems to have continued of the Cimri from Jutland to the south of England and north of France, driving the Gaelic from the coast both north and south. This torrent was first checked in Spain, and it was the reflux wave of this of which Marius met, near the mouth of the Rhone, one portion, and another, with Teutonic accessions, as it was precipitating itself from the Alps upon Cis-Alpine Gaul. This was their first check, their first encounter with civilized men, and here their career as a conquering people, ended. The Romans subjected them in France, Spain and Brittany; the Danes and Saxons afterwards annihilated them in the North, except a few of the Cimri in the Mountains of Wales, and of the Gaelic in the Highlands of Scotland. In France the Franks, Goths and Normans, in Spain the Vandals and Saracens, first subjected them, then intermarried with them, till now but a slight trace remains, except the Cimri in Brittany.

As affecting literature, we have the Gaelic in Ireland and the Highlands of Scotland, the Cimri in Wales, Cornwall and Brittany, and a trace of Gaelic in Southern France and the mountains of Spain.

The Celts have had but a little influence over our language; they have left no idioms, and but few words, except names of places, of which there are many.

National hatred is one of the most permanent of feelings, and the exterminating spirit of the Saxons did its best to leave no trace of the Celts.

This bitterness has perpetrated the Celtic struggles and given their records an influence on our literature which has continued to the present time. The determined resistance of the Celts to the fierce assaults of the Saxons gave fitting subjects for the early bardic minstrelsy.

KING ARTHUR and his companions, the champions and the martyrs of national freedom, inspired the rude poets of their own time, who left the materials which six centuries after made the staple of one class of Norman and Saxon poetry, and had its influence on the chivalrous spirit of that and the following age. SPENCER and SHAKESPEARE used these materials, and the present Laureate of England has drawn largely from the same source.

The Irish Celts have veritable chronicles from about the fifth century, an earlier record than any other nation of Europe can boast.

Literature must be studied in periods, and works may be advantageously grouped according to the peculiarities of style and thought. Care should be taken that mere specimens be not selected as the only examples for study and analysis. It is far better to take some complete work and study it in its organic unity. The teacher who gives his pupils mere specimens treats them too much as SHOLASTIKOS did his customers, who, when wishing to sell a house exhibited one brick as a sample. A true work of art is not a bundle of fine sayings, or even great and deep thoughts, but is rather a living unity that necessitates as a whole each and every part. To be sure, it is worth something to get a notion of the smooth, untranslatable idioms of ADDISON, in contrast with the ponderous uniformity of JOHNSON, so free from idioms that it may be translated into almost any language without change of structure; to compare the simple prose order of the poetry of SCOTT with the classical inversions of MILTON.

But the study of English literature has been too much given to such analysis rather than to the *comprehension* of works as *wholes*.

The practical character of the English people is plainly foreshadowed in the literature of ALFRED's time. Nations have generally begun their literature with songs and poems for rehearsal by wandering bards, historic legends; then prose history, and at last speculative philosophy; and not until this last period does poetry become reflective or didactic. Instead of passing through these stages of growth, the Saxons of ALFRED's time struck at once upon the reflective and practical.

One of the most important things to be noticed is the spirit of freedom with which our literature is imbued. The right of private judgment, freedom of the press, and the whole stratum of primary principles, how they flame out in the language of HOOKER, TAYLOR, HAMPDEN, SIDNEY and MILTON!

Finally, if we should compare the sentiments of our literature with those of ancient times, on such subjects as we have been considering, we find considerable difference. No ancient philosophy recognizes *all mankind* as pupils in its school, although SOCRATES seemed to have made a philosophy for the house and street. The majesty of man, not as king or warrior, scholar or millionaire, but simply as *man*, is more fully recognized in modern, than anywhere in ancient times.

It would be doing injustice to the lecturer to consider the above quotations as anything other than a meagre abstract of the lecture.

At the close of the lecture, on motion of Mr. TRACY, it was

*Resolved*, That we thank Mr. PENFELL, for his lecture, and that the same be requested for publication.

After reading the programme for the following day the meeting adjourned.

## SECOND DAY.

WEDNESDAY MORNING, July 11.

Meeting called to order at 9 o'clock by the President, who announced as the first special order, an essay by Mr. JAMES A. MARTLING, of St. Louis. Subject, "The Powers of Teachers in their Legal Aspect."

The essay was listened to with great interest. The essayist maintained that teachers derive their authority from the State, and hence that the powers of the teacher have the same basis as those of civil officers. The duties of the teacher are defined by law; and in the strict performance of those duties the teacher is legally entitled to the protection afforded to public officers in the discharge of their duty. The essayist cited a variety of legal cases bearing upon the point, and discussed the judicial proceedings in reference to them.

Remarks and a free discussion followed.

Mr. LUCKY spoke of the rights of a teacher in the government of pupils. He would under no circumstances receive a child under his tuition with the understanding that he should not inflict punishment when the child deserved it. Parents have no more right to inform teachers how to instruct scholars, than they have to instruct the physician how to administer medicine, or the lawyer how to make a plea. If you place your children under our care, it is supposed you have confidence in us that we will exercise proper restraint over them when they do wrong. \* \* \* \* \*

Mr. CHILDS moved that any persons present interested in the subject of education, be invited to take part in the discussions. Carried.

Rev. Dr. NELSON desired to say something in regard to the legal power of the teacher. The interference of civil authority to protect the child from the cruelty of the teacher is very rare, for a strong sympathy usually exists between teacher and parent. Teachers feel interested in the child, and they will become its protector instead of persecutor. He referred to his own experience as a pupil, a teacher and parent. Whenever teachers consult with parents, and parents with teachers, the interests of the child are safe. There is no need of legal restraint to make the teacher do his duty towards the child.

Upon motion of Mr. TRACY, it was

*Resolved*, That the authors of essays and lectures, read before the Association, be invited to deposit their papers with the Secretary for the use of the Association.

The President announced as the next special order, the report of the Committee on a State Normal School.

Mr. TRACY, Chairman of that Committee, submitted the following:

Your committee have had under advisement, consultation and action, the important subject referred to them at the last meeting of this Association. We have endeavored to carry out your instructions, both in letter and in spirit. The subject has been brought before the people by essays, lectures and circulars; and before the Legislature by numerous memorials and by frequent and friendly intercourse with the members.

If you ask for the result of our labors, we cannot answer that an institution of this kind has been established by Legislative enactment. We believe, however, that a great and healthful change has been wrought in the minds both of the people and of their representatives, and that decided and favorable action may be hopefully anticipated at an early day. The people who are most deeply interested in matters relating to educational progress and reform, are fast coming to the very sensible conclusion, that it is worth while to bestow some attention upon the workers in this great field of human enterprise. They think that those who undertake to hew and lay down the corner-stone of our social and political system,

should have at least as much training as the worthy shoemaker or blacksmith.

So far as we have been able to ascertain, there is an earnest desire in the community, especially among the intelligent friends of education, throughout the State, for the immediate establishment of an agency of this kind. We found this opinion partly upon personal observation and partly upon the decided expressions of the popular sentiment that have come to the Legislature in the shape of earnest memorials, praying for the establishment of a State Normal School.

During the last winter, memorials of this kind, numerous and influentially signed, came from localities representing a large majority of the wealth and population of Missouri. If you ask us why the subject failed to receive the same friendly consideration in the Legislature, we can only answer, in brief, that it was not so much on account of opposition to this measure, as of continued and perplexing difficulty in the settlement of others, that the Normal School failed to receive proper attention.

It is not speaking amiss to say that there was a friendly feeling toward the project among the members, and no formidable opposition. Yet, with the constant pressure of subjects of more direct pecuniary interest, it was impossible to get this all important measure fairly before that body, until a few days before its adjournment, and the only opposition offered in the Senate, where the bill originated, was, that there would not be time to mature the measure, and it had better be left to the next General Assembly.

Under this feeling, it was postponed until the first Monday in January, 1861, and we earnestly hope and confidently trust that "other men and other times" will do the subject that justice which it demands.

It may be proper to remark, that the features of the bill as now written, contemplate the following arrangements.

First. The division of the State into five districts, consisting of one central and four outside, embracing respectively the northeast and southeast, northwest and southwest sections of the State.

A State Board of Education is named in the bill, with the Superintendent of Common Schools, and the Attorney General, as members *ex-officio*. This Board have authority to locate the central or parent college in the Central District. This institution is to open its doors to students from all parts of the State, and to receive for its support a sum not exceeding three per cent. of the Annual State School Moneys, the exact location of the College to be left with the Board of Education. At the same time each of the outside districts, when a respectable petition from a majority of its counties, accompanied with a proper guarantee of grounds and buildings, is presented to the State Board of Education, will be authorized to establish a District College, having all the power and privileges of the central or parent institution, and entitled to a sum not exceeding six per cent of the Annual State School Moneys going to such district for its support.

When the preliminary conditions are complied with by a district, it is made the duty of the Governor to appoint five additional members of the Board of Education from such district, who, together with the parent board, shall proceed to locate the College and take the necessary steps for putting it into operation. The five members of the Board appointed from a district to constitute a Local Board of Curators to manage the pecuniary affairs of the District College, but to secure uniformity, all matters pertaining to the appointment of professors, course of study, text books, admission of students, &c., to be determined by the State Board of Education, in which each district would have an equal representation.

With regard to future efforts to bring about this most important re-



sult—the establishment of a normal institution, the creation of a real head for an educational system—we would recommend the appointment of another committee, whose duty it should be, not only to diffuse intelligence and collect public sentiment on this subject, but to urge it upon the attention of the next General assembly, and endeavor, if possible, to secure their favorable action.

All which is respectfully submitted.

J. L. TRACY.

A debate arose in which President LAWS, of Westminster College, said :

He was in favor of a normal school, but he differed with some in the means of establishing such school. He would make a disclaimer against the statements that he was opposed to a normal school. In reference to the bill to which the committee referred, he was gratified at its failure. The bill provides for one great central normal school for the whole State; he was of opinion that several schools would be better,—or rather normal departments in schools already well established. He protested against the frequent allusions to schools in other States. We have our own way of doing things here; we are differently constituted from other States, and, therefore, their precedents should not govern us. He was glad to see one thing in this report. A year ago the Committee had but one idea,—now he believed they had several—considerable progress, he would admit. The institution with which he had been connected for years would have a normal department, whether it received any aid from the State or not. He stated that his remarks two years ago were reported in such a way as to convey an entirely erroneous impression as to his position. He wished to set himself right before the Association.

In regard to the Normal School, he believed several schools properly conducted, would be better than one. It seemed that the committee was arriving at his own views on this point, however widely they may have before differed.

He protested strongly against the idea that he was in favor of connecting the normal schools with sectarian institutions.

Prof. TRACY said he would not discuss the question of grievances of any one, but he would speak of the wants of the State in regard to a normal school. The colleges or female seminaries could not do the work of educating teachers for common schools. We wish to get at the root of the thing. We do not wish to give a thorough scientific education merely, but it is the intention of the normal school to instruct its pupils how to teach.

Mr. Pinkard conceived the true issue to be whether we should have a State normal school, or instruction given by other schools not supported by the State. Let us confine ourselves to this subject. Shall the influence of this Association be given to the building up of a great normal school, or to normal instruction in other schools. He thought normal instruction would fail to accomplish what we intend, if it is not made an independent institution.

President LAWS said the last gentleman had appreciated his own views, and he would now make some remarks on the best way of attaining what was needed. A normal school should not only be established in connection with male schools but with female schools. If you have a special school, it has to do all the work of all the schools. A college is merely a common school on a larger scale. It is to fit a pupil for the duties of life, by giving to his mind strength and power. It would not be necessary, if instruction were given in a college, for the scholar to take the whole course. He may take only the normal course, just as the law, medical or theological student does. Such a course would save expense to the State, and grant more privileges to teachers than they could derive from one school. If normal departments are established in our colleges, they will draw pupils from these colleges, and consequently in-

crease the number of teachers. This is illustrated by institutions all over our land. Normal schools should be of such a character as to educate the teacher for any department of teaching, and not simply for the common school. If they are connected with colleges, they can have better privileges than in an independent position.

On motion of Mr. PINCKARD the subject was laid upon the table, to be taken up at a future time.

An essay by Mrs. SPENCER SMITH, of St. Louis, was then read by Mr. DIVOLL—subject, "Progress." The essay abounded in humor, and depicted in truthful colors the actual state of educational advancement.

On motion of C. F. CHILDS, a committee of three was appointed to facilitate intercourse between those desiring teachers and those seeking situations. Messrs. LUCKY, WRIGHT, and MARTLING, were appointed by the Chair.

Association adjourned till 3 o'clock, P. M.

#### AFTERNOON SESSION.

Minutes of the morning session read and approved.

On motion of Mr. TRACY, it was

*Resolved*, That speakers upon any subject of debate be limited to ten minutes.

The subject of the State Normal School was again taken up.

Mr. MARTLING thought that the plan suggested in the report was adapted to meet the views of both parties—those who advocate a single institution, and also of those who desire numerous branches. And, in reply to some remarks made in the morning, he suggested that, however desirable it may be to have competent teachers of private schools educated, it is hardly fair to ask State aid for that purpose.

Mr. LOW moved to accept the report; carried.

Mr. TRACY offered the following:

*Resolved*, That in addition to all that has been done, and all that can be done, by the colleges and seminaries of the State, there is the highest necessity for a distinct agency whose whole purpose and power shall be devoted to training teachers.

Mr. PINCKARD moved to adopt the report. He was in favor of a State normal school supported by the State's money. If several schools are established in connection with colleges, many will have access to them who will never become teachers. Let there be one central school, and let none enter it unless they intend to teach.

The report was again read, when

Mr. DIVOLL moved that the whole subject be postponed until eight o'clock this evening. The motion prevailed.

Capt. HAMMERSLEY of the St. Louis Gymnasium, came forward and delivered an address on "Physical Education." Education might be properly divided into three parts, physical, intellectual and moral. He placed physical education first, because it commenced first. It commenced with the mother, who was the first educator of the child. In many instances this training was given over to nurses, because the mother had no time to attend to it. The Captain spoke of many vices to which people were addicted, and which retarded physical growth. He recommended the eschewing (not chewing) of tobacco and all other poisons, and suggested the practice of batting, running, jumping, laughing, singing, etc. He spoke of the danger of malformation of the body by improper training. Parents do not discover this in their daughters until they are perhaps too far gone to be trained in the proper direction. He, however, had had placed under his charge many youths whose spines were crooked, and by six months or a year of hygienic training, the defects in a measure had been cured. Scholars should have frequent respites from their study, and their physical education, or a plenty of play, should not be neglected. Captain H. gave many useful and excellent suggestions, which were listened to with much attention.



Mr. C. F. CHILDS then read an essay upon "The Teacher a Student," in which he showed conclusively that the teacher must be a diligent scholar himself and aim for the highest culture.

After a recess of five minutes, a beautiful and characteristic essay, by Miss M. J. CRAGIN, on "What constitutes success in Teaching," was read by Mr. W. C. WILCOX. She showed that the highest success is attained when the pupil is inspired with the love of work, so that the glow of satisfaction which comes when obstacles have been surmounted, is an incitement to contend with others yet more formidable. "That training is most effectual which most completely arouses the mind, giving it an impulse to work for itself independently."

Upon motion of Mr. DIVOLL, after some discussion by Messrs. LOVE, KIDD, LOW, PINCKARD and LUCKY, the Chair appointed a nominating committee, consisting of the following gentlemen: Messrs. LUCKY, CHILDS, WILSON of Ironton, ROBINSON and KIDD.

After some discussion it was decided that the next meeting should be held on the 26th of December, 1860.

Mr. DIVOLL moved to meet at Jefferson City.

Motion was supported by Messrs. KIDD and TRACY; opposed by PINCKARD, LOVE, WILLIAMS and LUCKY.

The motion meeting with strenuous opposition, Mr. DIVOLL obtained leave to withdraw it, when it was unanimously resolved that the next meeting take place in St. Louis.

Adjourned till 8 o'clock, P. M.

#### WEDNESDAY EVENING.

The President called the meeting to order, at 8 P. M.

Upon motion of Mr. KINGSBURY, a committee of two were appointed to assist the Treasurer in taking the names of the members present. Messrs MARTLING and STAPLES were appointed.

The subject of Normal Schools again came up. Mr. DIVOLL said:

Two years ago it was discussed before this Association, ably and profitably. Men were there fully acquainted with the operation and history of Normal Schools, and after a debate of two or three days, it was decided by an overwhelming majority in favor of a Normal School *sui generis*. I will make a few remarks about this question which has been revived on this occasion. It was maintained at Jefferson City, that in almost every instance where they had been established in connection with other kinds of schools they had proved a failure. When established upon an independent basis they as universally proved successful.

I am not disposed to rely too much upon precedents, but until they have been shown to be unreliable I think we may guide our action by them. A gentleman alluded to three or four States that had established the institution in a college or university. I have in my mind three which have done it: Kentucky, Wisconsin and Missouri. I suppose that every one knows of the failure in Kentucky. It was so disastrous that it destroyed the university with it. In Wisconsin there was an attempt to establish a university which should be the head of all the educational institutions of the State. Great anticipations on the part of its friends were harbored, and especially on account of the normal department. The result has by no means realized these anticipations.

I took particular pains on a recent visit to the State University of Missouri, to inquire into the condition of the normal department. They had had no normal scholars there. The department was a failure.

It is sufficient to say with reference to other instances, that they have been failures so far as tried.

The other policy which was advocated a few years ago, is that of connecting a normal department with several institutions in various parts of the State, cost amounting in the aggregate to some \$250,000. Substantially the same objections lie against this course as against the other.

With all due deference to legislatures in general, and to the one which met last winter at Jefferson City in particular, I do protest against taking their opinions in matters of education. I protest against it, and I believe that we are better able to determine, with all the light that we have than any legislature. There is nothing in common between normal institutions and others. We want a different kind of teachers, a different kind of scholars. Those who attend colleges are for the most part sent there; those who go to normal schools send themselves. Those who go to normal schools are expected to receive their tuition gratis; those who attend college are not.

Suppose, then, that an attempt were made to establish a Normal School in connection with a State University; we all know that it is by females that the work of education is principally performed. It is not proposed to introduce a female department into the State University.

Some cities, in which a normal department has been established in connection with High Schools, have failed to obtain a supply of teachers from that source. That in Philadelphia was abolished; that in Chicago was a failure. But it is unnecessary to refer to foreign cases. Our own Normal School has been in operation about three years. It has been available to teachers to such an extent that not a female teacher has been appointed from any other source for the past three years. That school is entirely separate from other schools, although it is maintained by the Board and held in the same building with other schools.

I am decidedly in favor of that report, and of the appointment of a committee to memorialize the Legislature.

Mr. CHASE, of Chicago, remarked that there was another significant fact, namely, that in our ordinary institutions of learning, one, who is preparing himself for a teacher, is not regarded as an equal of the other students. It is impossible that a normal school be engrafted upon one of the higher institutions of learning and succeed.

The discussion was continued further by Messrs. HOYT, LOVE, PINCKARD, TRACY, WHITNEY, and LOW.

The report was unanimously adopted.

Mr. TRACY gave a report of his labors for the past year. Mr. PEABODY followed, with an appeal in behalf of the MISSOURI EDUCATOR.

On motion of Mr. Low, the Normal School Committee of last year was re-appointed.

Messrs. LOW, DIVOLL and PARTRIDGE, were appointed a committee to draw up a report, recommending a course of action in reference to the MISSOURI EDUCATOR and the labors of J. L. TRACY.

Association adjourned.

#### THURSDAY MORNING, JULY 12.

At 9 o'clock the minutes were read and approved, whereupon, the Treasurer submitted his report as follows:

Balance from last year,	\$2,40
Receipts of this meeting,	79,85
Total	\$82,25
Bills paid this year,	\$43,50

Balance 38,75

Number of new members at this meeting, 20; whole number, 254; present, 65.

The report was adopted.

Mr. LUCKY moved that the Secretary be authorized to publish a list of all the members of the Association, with their addresses. It was carried.

It was further voted that the proceedings of this meeting and the list before named be published in the MISSOURI EDUCATOR, and that the Executive committee be authorized to make the necessary arrangements therefor.

The report of the nominating committee was read by its Chairman, Mr. LUCKY.

For President, two candidates were named—J. L. TRACY, and Prof. JAMES LOVE, Clay Female Seminary.

Vice-Presidents—First District—C. L. OLIVER, Esq., St. Louis.

Second District—Prof. F. T. KEMPER, Westminster College.

Third District—Prof. C. M. PRITCHETT, Central College.

Fourth District—Prof. J. C. BRUNER, Pleasant Ridge College.

Fifth District—Prof. W. H. LEWIS, Independence Female College.

Sixth District—J. K. KIDD, Esq., Osage county.

Seventh District—A. A. WILSON, Esq., Iron county.

Recording Secretary—WM. T. HARRIS.

Corresponding Secretary—RICHARD EDWARDS.

Librarian—N. D. TIRRELL.

Treasurer—LUCIUS KINGSBURY.

On the first ballot all of the offices were filled as per nomination, excepting that of President, for which there was a tie between Messrs. TRACY and LOVE. On another ballot the vote stood eight for Mr. TRACY and nineteen for Mr. Love, who, upon motion of Mr. PINCKARD, was thereupon declared unanimously elected.

The Chair announced that as Rev. Dr. WINES, President of the City University, who was announced to deliver a lecture on the previous evening, had been unavoidably prevented from doing so, the Association would now have the privilege of listening to him.

The lecturer announced his subject, "Universal Education the readiest and surest road to Individual and National Wealth."

The lecturer established his position by adducing a mass of historical and statistical facts. He showed that a nation's wealth increases directly as its intelligence increases. He proved that the cost of preparations for war in time of peace would be more than sufficient to furnish educational advantages to every child in the world. Ignorance tends to idleness, idleness tends to vice, and vice will be punished in one way or another. Universal education would make people happier and wealthier. Property is worth vastly more in an intelligent community, near school houses and churches, than in a place where ignorance prevails. Our national greatness does not depend upon our commercial resources, and territorial acquisitions alone, but also upon the intelligence and moral standard of our people.

But no abstract can do justice to this lecture.

On motion, the thanks of the Association were tendered to the lecturer for his valuable and interesting address, and he was invited to accept honorary membership with the Association.

[Recess of five minutes.]

Reports on the condition of educational affairs in their respective counties were made as follows: By Messrs. PINCKARD and LUCKY, of Howard county, Prof. LOVE, of Clay county, and Mr. PIERCE, of Audrain county.

Adjourned to 3, p. m.

#### AFTERNOON SESSION.

On motion of Mr. LUCKY, three delegates were appointed to the National Teachers' and the Normal School Association, to be held at Buffalo on the 12th of August next. Messrs. WM. THOMPSON, RICHARD EDWARDS, and IRA DIVOLL were selected.

Upon motion of Mr. LUCKY it was

*Resolved*, That the increasing influence of the Missouri Educational Association is encouraging to the friends of Education.

Reports from counties were continued by Messrs. ROGERS, from Boone county; WILLIAMS, from Pike; DIVOLL, from St. Louis; WILSON, from

IRON; LENDERSON, from Daviess; KIDD, from Osage; FORD, from Jefferson; CAMPBELL, from Monroe; WALTON, from Franklin; FECHTEL, from Cole; McNUTT, from Lincoln; BYLER, from HENRY; MASON, from Pettis; ARENDT, from Randolph; EULTS, from Franklin; COLEMAN, from St. Louis; MEAD, from Sharon, and STROTHER, from Howard.

In some counties it appears from these reports, a deep and general interest prevails on Educational affairs. New school houses are being built, and teachers' institutes are being established. In other counties but little has been done, and education is in a backward condition.

Report of Committee in behalf of State agent and MISSOURI EDUCATOR, was submitted by Mr. Low.

*Resolved*, That the active and successful efforts of Prof. TRACY in advancing the educational interests of Missouri, meet our hearty approval.

*Resolved*, That he is hereby earnestly solicited to continue to act as the Agent of this Association, and that as such, we most cordially recommend him to the people of Missouri, and invite the zealous co-operation of teachers and parents in his efforts to arouse greater interest in education throughout our State.

*Resolved*, That the Executive Committee of this Association are requested to petition the Legislature at its next session to make an appropriation for the purpose of defraying the expenses of the Agent of this Association.

*Resolved*, That in the MISSOURI EDUCATOR we recognize a valuable co-laborer in the cause of education; and earnestly commending it to teachers and parents as worthy of their confidence and support, we invite their active and united efforts to give it a more extensive circulation.

Report adopted.

On motion of Mr. PIERCE, it was

*Resolved*, That the Thanks of this Association are due, and are hereby presented to the Pacific, Iron Mountain, North Missouri, Hannibal and St. Joseph, and Ohio and Mississippi railways, for accommodations afforded to delegates over their respective roads.

On motion of Mr. MARTLING, it was

*Resolved*, That we thankfully acknowledge our indebtedness to the conductors of the *Missouri Democrat*, *Missouri Republican*, and *St. Louis Bulletin*, for their courtesy in publishing an abstract of our proceedings, and for their faithful endeavor to awaken an interest in behalf of popular education.

Prof. LOVE being conducted to the chair, made a brief inaugural address.

On motion of Mr. PENNELL, it was

*Resolved*, That the faithful keeping of engagements, essential to success everywhere, is especially the duty of teachers, and that this duty is made more imperative, when, as in case of public engagements, large numbers of persons are disappointed by the failure of one individual.

On motion of W. T. HARRIS, it was voted that the President of this Association in company with the editor of the EDUCATOR, appoint the associate editors for the coming year.

Mr. LUCKY moved that a formal invitation be extended by this Association, to the officers of State, to attend our next regular meeting. Carried.

By Mr. J. K. KIDD,

*Resolved*, That the thanks of this association be tendered to C. S. PENNELL for the impartial and gentlemanly manner in which he has discharged the duties devolving upon him as presiding officer.

*Resolved*, That the same mark of approbation be accorded to WM. T. HARRIS, the Recording Secretary, RICHARD EDWARDS, Corresponding Secretary, and LUCIUS KINGSBURY, Treasurer, for the indefatigable manner in which they have discharged their onerous duties.

With the usual ceremony the Association adjourned to meet in St. Louis, on Wednesday, the 26th of December, 1860.

JAS. LOVE, *President*.

WM. T. HARRIS, *Secretary*.

## AN ESSAY DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION, JULY 11.

BY C. F. CHILDS, OF ST. LOUIS.

## THE TEACHER A STUDENT.

"What is your friend, the schoolmaster, going to make of himself?" I was asked the other day. "He doesn't like the law, I'm sure, and it is quite certain the Church wouldn't like him; yet he studies morning, noon and night, as though he had some end in view." Now I object to this question, and to its whole species and genius. I object, too, to the popular sentiment that puts such questions. But most of all I object to the lamentable facts upon which that public sentiment is based, and which make such disgraceful interrogations possible and legitimate. In what does the value of education consist? In the income of gold it brings? Or in the station it gives? I think not. These are incidental, and of meagre import to its intrinsic and eternal worth. The bar is well enough, and so the pulpit, as means of earthly training; but as ends of human action, unworthy the least of the race of men. Self-culture, that we may know of the joys of the infinite; and self-sacrifice, that we may be worthy to possess them—these alone are objects upon which an intelligent faith may rest, and after which a reasonable activity may strive. I shall not wonder, then, if my friend, without aiming at any of the so-called learned professions, still does have "some end in view." It will not be strange if to him the beautiful is more enduring than the gewgaws of fashionable life; the true, more comprehensive than the scandal of society, and the good something better than that which tastes sweet upon the tongue and digests well on the stomach.

There are grounds then, above the things of time and sense upon which to defend our efforts for culture. These are the true grounds, and the only inextinguishable ones. Here every true scholar should rest his motives, careless of a sensual and utilitarian age.

But, my friend's industry can be explained and defended by principles less general and permanent, but far more intelligible and satisfactory to our times. None but students can be teachers. True teaching consists in arousing to activity the energies of the human soul; in infusing life and a spirit of earnest endeavor into the minds of the taught. How can the mentally dying impart mental life? How can the spiritually sleeping produce spiritual awakening? "Do men gather grapes of thorns, or figs of thistles?" If minds were *built* like houses, the one whose brain contained the most seasoned lumber might be the best teacher; but since they *grow* like trees, he is the best teacher who can best impart the principle of life.

It is a mistake then to suppose that any teacher, no matter what his learning, can cease studying for a single year without injury to himself, and injustice to his pupils. This is true, historically as well as theoretically. All great teachers, from Pythagoras to the present, have been great students, too. See the influence of that Greek as it flows down through the centuries ocean wide. To be sure, he had mastered the learning of Europe, Asia, and Africa, but was it a reproduction of this that gave that mighty impulse to human progress? By no means. It was the spirit of Pythagoras that lived after him, speaking in his disciples and arousing distant generations to activity. Many suppose Dr. Arnold gave his whole attention directly to his Rugby School. This is not quite true. He was a live man, and an indefatigable student, as well as a thorough teacher. Between his school hours he was writing his history of Rome, enthusiastically defending or propagating his poli-

tics and religion, and at the same time endeavoring, with pamphlets and lectures, to lighten and dignify labor.

Mahomet taught no books, he knew none. But his teachings were by no means fruitless. His school was a great nation. He found it in ignorance and barbarism, and left it prepared to give the whole world lessons in science and civilization. His soul was like a flaming brand to fire his followers with the spirit of inquiry. If he had possessed all the knowledge of the Grecian philosophers, and all the insight of the Jewish prophets, and lacked that enthusiasm that drove him ever forward through the secrets of time and eternity, he might have taught in Mecca till now with scarcely a sect to call him leader.

But we need not multiply instances. The fact and its opposite we have all seen illustrated in our own times and among our own acquaintances. The student succeeds, while the one who rests down in mental indolence retrogrades, is soon called "pedagogue," and is eventually compelled to retire in disgrace from the profession.

Let it be granted, then, that the teacher must study. What shall he study? Himself first. A knowledge of himself, of his powers and tendencies, is a pre-requisite to intelligent effort. The strongest faculty taken as guide will lead to surest success. Let him find this, and then give it reins and stimulus. Some minds need no books. They study the physical sciences in the external world, and metaphysics in their own souls. Such was that of Mahomet already mentioned. For him the problems of the universe echoed through caves, sounded over deserts, thundered from the skies, demanding solution. On the secluded walls of a university, under Borean skies, Kant read revolutions in all the departments of thought. But we of more sluggish natures must arouse our dormant energies by friction against the minds and souls of the great and good of ages gone by. Hence the need of books. But what books? There are the sciences manifold—history and the languages—glorious all and well worthy our generous enthusiasm. We may ride them each as hobbies if we choose, so we but ride with whip and spur and ride to the end. For in what has been said in favor of enthusiasm and a spirit of inquiry, I must not be understood to depreciate the value of a well-stored mind. Indeed the latter follows immediately and necessarily from the former. I once heard it asserted and argued in a State Teachers Association, that if a teacher knew more about each branch taught than any scholar in school, that was all-sufficient; a better education could in no way better qualify him for his position. Of course no one now-a-days dare to take so weak, not to say ridiculous a stand. There can be no limit set to the necessary education of a teacher of a primary school. He should master the deepest deduction of Hegel and the last abstraction of La Place. Not that he need teach them to his pupils; that he could not; but they add to his strength, each forming a new member of that compound lever with which his mind acts upon theirs.

Next above the branches mentioned come the fine arts. These must be studied not so much to feast the soul on individual excellencies, as to find the principles of all excellence, that we may have the power in ourselves to reproduce at pleasure the universally good and true and beautiful. These principles we must carry with us into literature to unify it and render it intelligible. For the best productions of the human mind are the most perfect embodiments of art; and they often lose their literary value because we fail to perceive their artistic excellence. But of all the studies the one most profitable to the teacher is metaphysics. Laugh if you please; it lies at the foundation of all study. We toil and sweat over the other branches of education half a life time, if happily by facts one by one amassed we may remove some doubt; but metaphysics passing deeper into the laws of mind and nature with one generalization sweeps away whole platoons of doubts and sets forth life and immortal-



ity in the light of reason. One might study history, for instance, through three lifetimes and die his third death crowned with indifferent success if his plan was to stow away in his memory the deeds that have been recorded. He would be no historian; only an encyclopedia of facts less satisfactory and more perishable than the books he studied. But let him first with Fichte and Hegel show by reason what human history must be in the hands of a God of Reason, and without the knowledge of a recorded battle he will give a more intelligible and instructive account of the progress of the race than the man of three generations could with all his facts. Indeed, one could give the only true account possible, for he has the only true unifying principle, while the other could give properly no account at all, for he lacks that principle.

For an engineer to run a piece of machinery of whose construction he knew nothing, would not be easy; but to run this unknown machinery, by machinery itself unknown, would be complicated difficulty. Metaphysics alone explain the teacher's powers, and all the machinery and gearing upon which and by means of which he must act, viz: the human mind.

We have been told by Emerson what of literature to read. First, the Bibles of all nations; for they contain the choicest thoughts of the greatest men of the most cultivated ages. Next, those works which have outlived their times, and become no longer the voice of a man, but of the race of man. What glorious advice for the intelligent poor. He must not, like the populace, begin with the light and flying literature of the stalls, following the shelves of the popular library; for then, though he were as rich as Croesus, and had the capacity and digestion of the Midgard serpent, spend and devour as he might, he must starve in mental and physical poverty, garrulous but disregarded, he must pass away into speedy and merited forgetfulness. If he is poor let him fast—no unfitting sacrifice for the stomach to lay on the brain's altar—and, with the money saved, buy the Bible and Shakspeare. When he has devoted the leisure of ten years to their careful study, superior intelligence will have gained him such preferment that he need not fast to buy Homer, Goethe and Hegel. These will occupy all the days and nights of his allotted years. An oracle of the nations, he shall approach the portals of the grave; renowned shall sound her trumpet at his burial, and fame perpetuate his memory.

The course of life here indicated leads directly to two attainments—the highest sphere of usefulness here, and the richest rewards hereafter. But incidentally it secures what the whole world runs after in vain, happiness and length of days. For happiness is not a something fixed that may be obtained and held; but a something changing from good to better in infinite progression. Nor have days, weeks and years an *absolute* length. They are only long in proportion to the contents we put into them. How short to the contemplation is a journey across the ocean. No objects to fix the memory upon, no variety to extend the thought. Weeks pass and become but moments to the recollection. So a life of ignorance, quick in its passage, seems to shorten more and more till in death it ends and is lost forever. We cross a continent with its mountain chain and river courses, its deep lakes and tangled forests, and the time spent dilates as it passes into memory. So a life of mental activity with its mountains of difficulty surmounted, its river courses of thought traversed, its lakes of speculation sounded, its forests of doubt removed, slow in passing, grows in recollection. We look back through ages of delicious thought where the moon has measured off but months. As, in a dream a moment long, we sometimes live for years.

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He who is false to present duty breaks a thread in the loom, and will find the flaw when he may have forgotten its cause.

## Poetry.

### THE SOWERS.

INSCRIBED TO E. P. W.

When gone are winter's storms and snows  
And soft the gentle south wind blows,  
The busy farmer plows and sows  
His fertile plains;  
And all around him heedless throws  
The precious grains.

But think not that those grains shall die,  
Or hidden there forever lie,  
For every germ shall by and by  
Take rapid root,  
And on its branches broad and high  
Wave golden fruit.

'Tis thus like wide extended lands  
Of fertile fields and shallow sands,  
The human intellect expands,—  
A varied soil;  
And myriad are the tillers' hands  
That on it toil,

Thoughts are the fruitful seeds they sow,  
These busy planters as they go  
With frequent footsteps to and fro  
Upon that plain,  
Nor dream, that the skies shall grow  
The scattered grain.

But think not that those seeds shall die,  
Or in the heart un nourished lie,  
For every thought shall fructify,  
And upward shoot;  
And reaper angels soon shall fly  
To bind the fruit,

J. B. L. S.

### THE REAPERS.

INSCRIBED TO PROF. J. B. L. SOULE.

Not in the harvest time alone  
When angels reap what men have sown,  
The wheat and tares together grown,—  
Shall we behold  
Those precious fruits of worth unknown,  
Not bought with gold.

For, doubtless, he who goes in tears,  
With more of faith and hope than fears,  
To sow the precious seed he bears,—  
Since he believes,  
Shall come again in after years  
With golden sheaves.

They reap who sow with mental toil  
 The seeds of thought in youthful soil,  
 And while they burn the nightly oil  
     Or waste with cares,  
 No enemy of souls shall spoil  
     The crop with tares.

And they who trust the precious ground  
 To faithful sowers shall be found  
 Partakers, when those fruits abound,—  
     Their hopes fulfilled  
 In the rich harvests waving round  
     Where patience tilled.

Not only they;—the passers by  
 Who see the golden harvests lie,  
 Those fruits of mind that never die,—  
     Are reapers all;  
 Or glean with open ear and eye  
     The grains that fall.

E. P. W.

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AN INDEX.—There is no sure index of a living interest in the work of education than the liberal support in any community, of some periodical devoted to educational interest. The party is reckoned virtually dead which cannot support its political paper; and the denomination which allows its religious journal to fail, because unsupported by the necessary brains and coppers, is justly accounted to have only a name to live. Every great interest, in agriculture, science, railroads, has its advocate and representative in the weekly or monthly periodical. Education, certainly, should have no less, affecting as it does, all classes and all interests.—*Maine Teacher*.

If the political party that cannot support an organ is "virtually dead," and judged by the same rule, a religious denomination has "only a name to live," what is the *status* of the *professional teacher* who does not feel the necessity of our educational organ, and the importance of contributing his mite to its literary interest and efficiency? Is he a *live teacher*? Or is he not rather laboring "for the meat that perisheth," regardless of the best interest of others, or of even himself?

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DUST FLOATING IN THE AIR.—M. Pouchet finds that the dust floating in the air contains the *detritus* of the mineral constituents of the globe, atoms of animals and plants, and the finest debris of all the materials we make use of. But one item he especially points out, viz: wheat starch, which is invariably found in dust, whether old or recent. Surprised at the quantity of it present among the aerial corpuscles, M. Pouchet investigated the dust of all ages and of every locality, and everywhere he found this wheat starch present. "I have found the starch," he says, "in the most inaccessible corners of old Gothic churches, mixed with dust, blackened by six or eight centuries of existence; I have found it in the palaces and cans of the Thebiad, where it may have dated from the time of the Pharaohs; I have found it in the tympanic cavity of the ear of a mummified dog, which I had found in a subterranean temple of Upper Egypt. In all countries, in a word, where wheat forms the staple of food, starch always penetrates into the dust, and is met with in greater or less quantities.—*Medical Times*."

## MEMBERS OF THE STATE TEACHERS' ASSOCIATION.

## GENTLEMEN.

<i>Names.</i>	<i>Towns. 1856.</i>	<i>Counties.</i>
John Appleton.....	Allenton.....	St. Louis.
E. M. Avery.....	Webster (College).....	Oregon.
J. Baldwin.....	Savannah.....	Andrew.
J. A. Birch.....	New Bloomfield.....	Callaway.
E. Boileau.....	(Fr. and E. School) St. Louis....	St. Louis.
J. Brown.....	St. Louis.....	"
C. R. Burton.....	St. Charles.....	St. Charles.
W. D. Butler.....	(Prof. City University) St. Louis..	St. Louis.
J. H. Carlisle.....	(Classical Acad'y) Ste. Genevieve	St. Genevieve.
Ira Divoll*.....	(Supt. Public Schools) St. Louis..	St. Louis.
R. M. Deneen.....	St. Louis.....	"
M. J. Doyle.....	Ste. Genevieve.....	St. Genevieve.
W. G. Eliot, D. D. ....	St. Louis.....	St. Louis.
H. Ellis.....	(Locust Grove Acad.) Palmyra..	Marion.
J. N. Gilbreath.....	(DesPeres Institute) Kirkwood..	St. Louis.
J. A. Gilfillan.....	(Prin. Benton School) St. Louis..	"
M. Hannon.....	Richwoods.....	Washington.
T. J. Henderson*.....	Jefferson City.....	Cole.
J. Holmes.....	Ellisville.....	St. Louis.
W. H. Hopson.....	(Female Academy) Palmyra.....	Marion.
S. B. Johnson.....	Palmyra.....	"
J. T. Jones.....	(Commercial College) St. Louis..	St. Louis.
L. A. Jones.....	St. Louis.....	"
J. E. Kaime.....	St. Louis.....	"
E. Keller.....	(High School) St. Louis.....	"
J. K. Kidd.....	Mt. Sterling.....	Gasconade.
L. Kingsbury.....	(High School) St. Louis.....	St. Louis.
J. Leavy, M. D. ....	St. Louis.....	"
W. H. Lewis.....	(Female College) Independence..	Jackson
A. Litton.....	St. Louis.....	St. Louis.
J. D. Low.....	St. Louis.....	"
W. T. Lucky.....	(Howard High School) Fayette..	Howard.
E. M. Marvin.....	St. Charles (College).....	St. Charles.
J. Moss.....	St. Louis.....	St. Louis.
J. McNutt.....	Fulton.....	Callaway.
E. S. Mitchell.....	(High School) Brunswick.....	Chariton
R. S. Martin.....	Ashland.....	Boone.
E. Mundy.....	St. Louis.....	St. Louis.
Edwin May*.....	Ironton.....	Iron.
S. Overall.....	St. Charles.....	St. Charles.
C. L. Oliver*.....	(Prin. Lafayette School) St. Louis	St. Louis.
J. C. Parks.....	Brunswick.....	Chariton.
George Partridge*.....	St. Louis.....	St. Louis.
J. H. Palmer.....	Pinckney.....	Warren.
T. M. Post, D. D. ....	St. Louis.....	St. Louis.
J. H. Reed*.....	(Prin. Webster School) St. Louis.	"
J. W. Robinson.....	St. Charles (College).....	St. Charles.
E. Schrick.....	St. Louis.....	St. Louis.
G. Scott.....		
Spencer Smith.....	(Female Seminary) St. Louis....	St. Louis.
C. W. Stevens.....	St. Louis.....	"
C. Stewart.....	(Bryant & Stratton's Commercial College) St. Louis	"
G. C. Swallow*.....	(Prof. State University) Columbia	Boone.
E. Taylor.....	Palmyra.....	Marion.
E. S. Taylor.....	St. Louis.....	St. Louis:
J. H. Tice.....	".....	"
N. D. Tirrell*.....	(Prof. Wash. University) St. Louis	"

<i>Names.</i>	<i>Towns.</i>	<i>Counties.</i>
J. L. Tracy.....	Jefferson City.....	Cole.
Z. G. Wilson.....	(Prin. Everett School) St. Louis..	St. Louis.
C. G. Ward.....	(Indus. School) St. Louis.....	"
W. C. Wilcox.....	(Prin. Wash. School) St. Louis..	"
E. W. Whelan*.....	(Blind Asylum) St. Louis.....	"
Edward Wyman.....	St. Louis.....	"
1857.		
T. B. Arthur.....		
W. F. Bliss.....	(Washington University) St. Louis	St. Louis.
L. Bushnell*.....	St. Louis.....	"
S. H. Bailey*.....	St. Louis.....	"
Levi Berkley*.....	Elm Grove.....	Crawford.
J. Bagby.....	Cedar Fork.....	Franklin.
T. D. Baird.....		
W. L. Baird.....		
C. Carlton*.....	Springfield.....	Green.
J. W. Carson.....		
W. Caldwell.....		
C. Dunham.....	(South Freeman School) St. Louis	St. Louis.
P. Fales.....	St. Louis.....	"
Hon. J. B. Harris.....		
D. F. Kaime.....	(Jones' Com. Col.) St. Louis....	St. Louis.
S. M. Martin.....	Canton (Seminary).....	Lewis.
A. H. Misseldine.....		
W. H. May.....		St. Louis.
John Moss.....	St. Louis.....	"
C. S. Pennell*.....	(Prin. High School) St. Louis..	"
C. A. Staples.....	St. Louis.....	"
E. W. Spalding*.....	".....	"
A. Steed.....		
C. H. Strawn.....		
J. W. Sutherland*.....	Boonville.....	Cooper.
W. B. Starke.....	(State Supt.) Jefferson City.....	Cole.
Clark Strong.....	Fulton.....	Callaway.
Jonas Whitney.....	(Prin. Gamble School) St. Louis..	St. Louis.
E. K. Woodward.....	St. Louis.....	"
Geo. S. Weaver.....	".....	"
1858.		
J. J. Brady*.....	Farmington.....	St. Francois.
J. W. Barrett.....	Canton (Seminary).....	Lewis.
G. W. Batchelder.....	Bloomington, Ill.	
C. F. Childs.....	(Prin. Franklin School) St. Louis	St. Louis.
Richard Edwards*.....	(Prin. Nor. School) St. Louis....	"
A. C. Farnham.....	Arcadia (High School).....	Iron.
H. Fechtel.....	Cadet.....	Washington.
W. D. Fielding.....	Jefferson City (Female College)..	Cole.
William Granun.....	Augusta.....	St. Charles.
Warwick Hough.....	Jefferson City.....	Cole.
Wm. T. Harris.....	(Prin. Clay School) St. Louis....	St. Louis.
W. M. Hunsaker.....	Oak Point.....	Moniteau.
F. T. Kemper.....	(Westminster College) Fulton..	Callaway.
Edwin Leigh.....	(High School) St. Louis.....	St. Louis.
H. C. Levens.....	Boonville.....	Cooper.
James Love.....	(Female College) Liberty.....	Clay.
S. S. Laws.....	(Pres. Westminster Col) Fulton..	Callaway.
Hon. J. L. Minor.....	Jefferson City.....	Cole.
J. M. McGuire.....	Greenfield.....	Dade.
J. McIlhany.....	Danville.....	Montgomery.
Jas. S. Rollins.....	Columbia.....	Boone.
J. Schoonover.....	Jefferson City.....	Cole.
S. Wright.....	(State Agent Pub. Schools) Ill.	
R. H. Weller.....	Jefferson City.....	Cole.
W. S. Woods.....	St. Louis.....	St. Louis.

<i>Names.</i>	<i>Town. 1859.</i>	<i>Counties.</i>
J. C. Bruner.....	(Pleasant Ridge College) Weston	Platte.
J. T. Burnam.....	Fayette .....	Howard.
S. S. Bassett.....	Paris.....	Monroe.
E. Bray.....	St. Louis .....	St. Louis.
J. H. Chandler.....	Rockport .....	Atchison.
W. G. Cheeney.....	Jefferson City.....	Cole.
A. C. Dyas.....	Fayette .....	Howard.
C. T. Chase.....	Chicago, Ill.	
M. T. Everts.....	Jefferson City.....	Cole.
M. M. Fisher.....	Fulton .....	Callaway.
T. Feeland.....	Fayette .....	Howard.
O. B. Goldsmith.....	New York City .....	
J. G. Hoyt.....	(Chan. Wash. Univ'ty) St. Louis.	St. Louis.
John Hayhoe.....	St. Louis .....	"
Richard Hayes.....	(Prin. N'th Freeman S.) St. Louis	"
W. H. Knickerbocker.....	St. Louis .....	"
E. P. Lampkin.....	Huntsville .....	Randolph.
E. W. Lenderson.....	Gallatin.....	Daviess.
W. A. Mathis.....	Fayette.....	Howard.
A. A. Morrison.....	" .....	"
Alex. Mason.....		Cooper.
Carlos W. Mills.....	(S. Freeman School) St. Louis ..	St. Louis.
S. Noyes.....	Davenport, Iowa.	
W. M. Pierce.....	(High School) Mexico.....	Audrain.
C. W. Pritchett.....	(Central College) Fayette .....	Howard.
P. M. Pinckard.....	(Central College) Fayette .....	"
A. Peabody, M. D.....	Jefferson City.....	Cole.
F. F. Preble.....	Warsaw, Ill.	
J. J. Reynolds.....	(Wash. University) St. Louis....	St. Louis.
W. R. Rothwell.....	(Mt. Pleasant Col.) Huntsville....	Randolph.
S. P. Rothwell.....	" " " .....	"
J. H. Robinson.....	Danville (Female Seminary).....	Montgomery
L. W. Reed.....	(Prin. Laclede School) St. Louis..	St. Louis.
W. M. Scribner.....	Boston, Mass.	
A. V. C. Schenck.....	(Lindenwood F. Sem.) St. Charles	St. Charles.
E. S. Schenck.....	" " " .....	"
J. H. Sanborn.....	Glasgow .....	Howard.
J. H. Sanders.....	Tallyrand, Iowa.	
C. Tompkins.....	Boonville .....	Cooper.
Brice W. Vineyard.....	(Pres. Pleasant Ridge Col.) Weston	Platte.
E. C. White.....	Dover .....	Lafayette.
R. A. Watson.....	" .....	"
A. A. Wilson.....	Ironton.....	Iron.
1860.		
R. C. Arendt.....	(Mt. Pleasant Col.) Huntsville ..	Randolph.
James S. Byler.....	Clinton.....	Henry.
J. C. Campbell.....	Paris.....	Monroe.
J. H. Eilts.....	Washington .....	Franklin.
E. A. Ford.....	Ironton.....	Iron.
M. L. Hill.....	Jefferson City.....	Cole.
John O'Reefe.....	(Benton School) St. Louis.....	St. Louis.
E. D. Murphy.....	Osceola .....	St. Clair.
D. R. McNutt.....	Troy .....	Lincoln.
C. V. Mead.....	Fayette .....	Howard.
J. W. Maxwell.....	Calvy .....	Franklin.
J. A. Martling.....	(Jefferson School) St. Louis.....	St. Louis.
Wm. T. Nelson.....	Kirkwood .....	"
J. P. Nolan.....	Shelbyville (High School) .....	Shelby.
J. K. Rogers.....	(Christian College) Columbia....	Boone.
French Strother.....	Glasgow (Female Seminary).....	Howard.
J. T. Williams.....	Louisiana .....	Pike.
W. S. Walton.....	Miller's Landing.....	Franklin.



## LADIES.

<i>Names.</i>	<i>Towns. 1856.</i>	<i>Counties.</i>
Mary A. Brewer .....	St. Louis .....	St. Louis. ....
L. Boggs .....	(Mary Institute) St. Louis .....	"
M. E. Brooks .....	St. Louis .....	"
E. M. Brison .....	" .....	"
E. M. Byrne .....	(Lafayette School) St. Louis .....	"
A. G. Byrne .....	(Clark School) St. Louis .....	"
A. M. Coonce .....	St. Louis .....	"
M. B. Calvert .....	(Lafayette School) St. Louis .....	"
S. S. Clark .....	(Clark School) St. Louis .....	"
Ellen Clement .....	" " " .....	"
M. B. Carroll .....	(Laclede School) St. Louis .....	"
J. R. Conner .....	St. Louis .....	"
M. Cooper .....	(N. Freeman School) St. Louis .....	"
Sarah Y. Cole .....	(Lafayette School) St. Louis .....	"
C. Collins .....	(Mound School) St. Louis .....	"
L. S. Child .....	(Franklin School) St. Louis .....	"
Kate M. Dutro .....	(Everett School) St. Louis .....	"
J. D. Donaldson .....	(Shepard School) St. Louis .....	"
C. C. Dunbar .....	St. Louis .....	"
M. F. English .....	Flint Hill .....	St. Charles.
E. S. English .....	St. Charles .....	"
K. Furlong .....	St. Louis .....	St. Louis
A. Furlong .....	(Carroll School) St. Louis .....	"
Francis D. Gage .....	Carbondale .....	Jackson, Ill.
S. H. Gilman .....	(Franklin School) St. Louis .....	St. Louis.
S. Gostorf .....	St. Louis .....	"
A. J. Hill .....	" .....	"
E. Hauxhurst .....	" .....	"
S. Harrison .....	" .....	"
E. J. Isbell .....	(Webster School) St. Louis .....	"
C. Little .....	St. Louis .....	"
E. C. Leavy .....	(Clark School) St. Louis .....	"
H. G. Liggett .....	St. Louis .....	"
R. B. Long .....	(Eng. & French School) St. Louis .....	"
Mary Love .....	(N. Freeman School) St. Louis .....	"
F. F. Maltby .....	(Girls' Industrial School) St. Louis .....	"
M. Nolan .....	St. Louis .....	"
S. A. Plummer .....	(Boys' Industrial School) St. Louis .....	"
C. C. Plympton .....	(Benton School) St. Louis .....	"
M. Revington .....	(Gamble School) St. Louis .....	"
E. M. Ledmond .....	St. Louis .....	"
J. M. Southard .....	" .....	"
C. Scales .....	(Eliot School) St. Louis .....	"
J. F. Steele .....	" " " .....	"
A. J. Stone .....	St. Louis .....	"
M. Scott .....	" .....	"
M. A. Smith .....	(Charless School) St. Louis .....	"
H. E. Snodgrass .....	St. Louis .....	"
M. A. Tiernan .....	(Laclede School) St. Louis .....	"
H. M. Tirrell .....	St. Louis .....	"
H. N. Weed .....	(Webster School) St. Louis .....	"
J. M. Wood .....	St. Louis .....	"
K. F. Wilson .....	(Principal Eliot School) St. Louis .....	"
1857.		
L. Berkley* .....	Elm Grove .....	Crawford
S. Beeson .....	St. Louis .....	St. Louis.
E. E. Clark .....	" .....	"
H. Culberly .....	" .....	"
A. L. Chamberlain .....	" .....	"
A. C. Doud .....	" .....	"
S. J. Forrester .....	" .....	"
G. Griffith .....	" .....	"

<i>Names.</i>	<i>Towns.</i>	<i>St. Louis.</i>
M. Gilbraith.....	St. Louis .....	"
C. E. Hayden.....	" .....	"
H. H. Plympton.....	" .....	"
E. M. Pearson.....	" .....	"
E. Rountree .....	(Franklin School) St. Louis.....	"
J. E. Salisbury.....	St. Louis .....	"
E. H. Thurber.....	" .....	"
H. Walker.....	" .....	"
1858.		
Christine Peabody .....	Jefferson City .....	Cole. "
L. J. Tichenor .....	" .....	"
1859.		
K. Donaldson .....	St. Louis .....	St. Louis.
Rose Wright.....	" .....	"
1860.		
H. Child.....	(Franklin School) St. Louis.....	St. Louis.
J. Gostorf .....	St. Louis .....	"

## SUMMARY.


Gentlemen .....	179
Ladies .....	75
Total.....	254
Life Members, marked thus [*].....	20
[According to the Constitution, Art. I., Sec. 2, any one may become a Life Member upon paying \$10 at one time.]	

UNION OF THE SEXES IN COMMON SCHOOLS.—Mr. STOWE, a celebrated Glasgow teacher, in advocating mixed schools, or the union of males and females in the same room, says:

"It is stated on the best authority, that of those girls educated in schools of convents, apart from boys, the greater majority go wrong within a month after being let loose in society, and meeting the other sex. They cannot, it is said, resist the slightest compliment or flattery. The separation is intended to keep them strictly moral; but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise girls as high, intellectually, without boys as with them; and it is impossible to raise boys morally as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this, girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. Girls brought up with boys are more positively moral, and boys brought up in schools with the girls are more positively intellectual, by the softening influence of the female character."

Education in Chili, for a population of 1,500,000 inhabitants, stands thus, counting all schools: 226 private schools, with 6,807 scholars; 561 free, (State and city,) with 27,914 scholars; 50 private high-schools, with 3,580 scholars; 59 public high-schools, with 2,140 scholars; total children at school, 40,441. The outlay from city and State funds for this object is \$237,801 per annum.

## Editorial Department.

 All communications and business letters should be addressed to "MISSOURI EDUCATOR, Jefferson City, Mo."

**STATE TEACHERS' ASSOCIATION—NAMES OF MEMBERS.**—In accordance with the programme previously arranged, the State Teachers' Association held its fifth annual session in St. Louis, on July 10th, 11th and 12th. The number present, either from the country, or of city teachers, was not large, and the Association wisely came to the conclusion, that the summer vacation is not the season in which to hold its sessions, and hence adjourned to meet again during the Christmas holidays—the next session to be held in St. Louis, when we hope there will be a more general attendance. This we can rely upon so far as St. Louis teachers are concerned; and we trust that the teachers from the rural districts will make a determined effort to be present. Very many need to visit St. Louis in the course of the year; then why not go at the time the Teachers' Association will be in session, and thus "kill two birds with one stone."

The report of the proceedings of the recent session will be found in this number, and will interest teachers and friends of education. A large amount of space is thus filled; and a list of the members, also, occupies several pages. But as the latter will be a great convenience to the profession generally, we feel assured it will be entirely acceptable. Next month we will resume our usual variety.

We have the manuscript of several of the addresses delivered and essays read before the Association, and will give them a place in the pages of the EDUCATOR as we find it convenient. In this number we give only Mr. CHILDS' essay, which every body will read.

**AMERICAN INSTITUTE OF INSTRUCTION.**—The Thirty-first Annual meeting of the American Institute of Instruction will be held in Boston, Mass., on the 21st, 22d, and 23d days of this month (August.) Lectures and addresses will be delivered by several distinguished scholars and educators. The following subjects, among others, are to be discussed: "Is it expedient to make Calisthenics and Gymnastics a part of School Training?" "Has purely Intellectual Culture a tendency to promote good morals?" "The Proper Mode of Examining Schools, and of reporting thereon."

The occasion will doubtless be one of great interest. Return tickets will be furnished on many of the railroad lines to those who attend this meeting.

COLE COUNTY AGRICULTURAL AND MECHANICAL ASSOCIATION.—The Programme of the first annual Fair of the Cole County Agricultural and Mechanical Association, together with the Constitution and By-Laws by which it is governed, has been kindly placed in our hands. The Fair is to commence on Monday, October first, and continue five days. The schedule of Premiums offered amount to over \$2,300. The Grounds and Buildings, we can testify from personal observation, are a credit to the citizens of Cole.

Although not usually regarded as educational institutions, agricultural societies are intended, to a certain extent, to be so. The error most likely to be committed, is in making the premiums the *object*, instead of the means only of arousing a healthy emulation.

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JASPER COUNTY TEACHERS' INSTITUTE.—In the South-West (Jasper county) *News*, we find an address delivered by Prof. D. P. HURLEY, before the Jasper County Teachers' Institute, at its meeting held in June. The important facts embodied, its correct views and vigorous style, entitle it to the publicity thus given, and we regret that we have not room for extracts, if no more. We rejoice to see such educational efforts upon our western border.

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REV. GEORGE G. SAXE, A. M., has established a general *School Agency* in Bible House, Astor Place, New York city—Post Office address, Box 2371. The object of the agency is to furnish teachers with situations; families, schools and colleges with competent teachers or professors; parents, guardians and students with information concerning schools and colleges; also to negotiate the purchase and sale of schools and school property, and to fill orders for books, apparatus, pianos, &c., and all articles pertaining to schools and education generally.

MR. SAXE has been compelled by the condition of his health to change his vocation, and is highly commended to public favor by many of the best men of our day. He also submits testimonials of having given entire satisfaction in his negotiations.

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THE FAIR THING.—Are many of our readers aware that they have not paid for the current volume, and that we are entitled to the dollar "*invariably in advance?*"

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NEW ADVERTISEMENTS.—The reader is invited to see two pages of new advertisements by W. B. SMITH & Co.; also an advertisement by HARPER & BROTHERS; also JOHN E. POTTER's advertisement of "Everybody's Lawyer" and "The Family Doctor."

Our advertising pages generally may be profitably perused.

APOLOGETIC.—We owe an apology to "INCognito," for omitting to publish, in the July number, his report of the proceedings of the May meeting of the Osage County Teachers' Association. It was clearly an oversight. We make all the *amende* possible now.

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LETTER FROM PROF. TRACY.

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DEAR DOCTOR—Now that the first political contest of the season is over, and the smoke and dust of the battle field are clearing away, leaving the victors to shout, the vanquished to mourn, the dead to be buried and the wounded to die; there is a chance during the temporary lull of the storm to direct the public mind to subjects even more intimately connected with the true interest of the people than the election of a Governor or a President. I allude more particularly to those means of mental and moral culture, commonly styled our educational system, which alone can form a sure and solid basis for a republican government. No matter how wise and honest may be our governors, legislators and judges, if the children of the people are suffered to grow up in ignorance, to become the slaves of their own unbridled passions, and the dupes of wily demagogues. Unless the masses are trained up in the love of knowledge and the practice of virtue, no free government can remain free long. This is a common truth which every one assents to in theory, but which very few attempt to faithfully carry out in practice. Why is it that amongst the nearly half million of youth and children in Missouri, so few have an opportunity to secure a thorough English education? Why is it that many thousands who go to school are fed upon mere husks, and thousands more stay at home and are starved upon air?

One, and a permanent reason for this may be found in the want of a sufficient interest amongst the people on this most important of all subjects. If five or ten thousand dollars of public money were annually expended in a county to improve the breed of horses or cattle, the liveliest interest would be excited to watch the result, and the poorest farmer would be on the look-out to see that every dollar was faithfully and economically expended. The opposite of this is too often the case where the character of a whole generation of men is at stake. If the trustees choose to employ teachers who have a very moderate opinion of the value of their services, and if the children choose to go to school such odd days as they are not wanted at home, it is all well enough, but the idea of keeping them regularly and constantly at school, or of frequently visiting the school house to see how the work goes on, is a matter too often lost sight of in the midst of other more pressing, if not more important cares. Children are excellent imitators, and they are quick to fix a value upon things, from observing the practical estimate of their parents. If they are to have new clothes they see that father and mother are both on the watch to prevent deception, and see that they are well provided. If the same father and mother treat with indifference and neglect the

worth of the school house, the children will soon come to esteem it in the same way, and if the teacher is ever so able and earnest he must wake up a better sentiment amongst both parents and pupils, before he can expect to accomplish much.

It is pleasant to know that this apathy and indifference upon a subject of the greatest importance is in many places being substituted by a feeling of the liveliest interest amongst teachers, parents and pupils. To excite a rational interest of this kind has been a leading feature in my efforts, and I am happy to add, that they have been crowned with results beyond my anticipations. At first it was a difficult matter to secure the attendance of the people, even at times when otherwise unoccupied, to listen to the discussion of educational topics. They hardly thought it worth while to give an evening, or part of a day to the consideration of interests that had been so generally and so long left to take care of themselves. The case is different now, and I have the pleasure, wherever I go, of meeting a large and intelligent audience, who are not only willing to listen, but ready to co-operate in measures for educational progress and reform. Teachers too, manifest a much stronger disposition to unite in efforts for mutual improvement. As an evidence of this, I have frequently met a larger number at a county Institute than were present from the country at the late meeting of the State Association in St. Louis.

One of the greatest obstacles to success in the Teachers' Institutes is the want of a regularly organized plan of operations. They too often assemble without any definite programme of exercises, and without any one to superintend and carry forward the work. The result of such a meeting is that the time is wasted upon loose generations, or spent in the discussion of idle theories and windy abstractions. To give full success to such a meeting the work should be carefully laid out before hand, and the promise of individuals secured to fill the appointments given to them. Some one at home, or from another portion of the State, in whom the members of the Association have confidence, should be appointed superintendent of the Institute, with power to regulate the exercises, and with ability to fill up all vacancies that might occur. The object of an Institute if I understand it, is to bring together the collective knowledge and experience of the teachers in a county, and so manage as to place them in a common stock and make them available to all the members. A single day divided between business and the reading of a few essays, cannot accomplish much.

To excite additional interest, and secure a large attendance of parents as well as teachers, I have proposed to have occasional exercises by such pupils as chose to engage in them, distributing rewards and testimonials to all who might acquit themselves with credit. In this respect the spelling matches as they are called, have been a decided success, and there is a disposition now to embrace other branches, and have several examinations upon the same plan at least once a year. I will in the



next number of the EDUCATOR, furnish a programme for exercises of this kind. The influence is so excellent that I shall endeavor to have something of this description at every Institute I visit this summer and fall.

Wishing all success to the EDUCATOR, I remain yours truly,

J. L. TRACY.

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## Literary Notices.

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TRACY'S SCHOOL REGISTER—TRACY'S SCHOOL RECORD, LARGE AND POCKET SIZE—TRACY'S SCHOLAR'S RECORD.

These different school facilities have been prepared by Prof. J. L. Tracy, and with the ability and practical experience that he can bring to such a task, we might conclude before-hand that the works are well suited to the purpose for which they have been designed. An inspection of the books themselves leaves no doubt upon our mind, and we think they should find a place in every public and private school in the State. The mode of keeping the Record is exceedingly simple, and must commend itself to the approbation of teachers.

The School Register is a most valuable work, designed as a sort of ledger, in which to post up from month to month the results of the Record. It is well gotten up and of sufficient capacity to contain the condensed educational history of a Seminary or District School, for a term of ten or twelve years.

The Scholars' Record is an admirable contrivance to secure diligence, and circumspection on the part of pupils. It costs but ten cents retail, and will contain the complete record of a scholar for a year or longer.

SCHOOL CATALOGUES.—We have a number on hand but have not room for notices in this number. We will notice all received, in the September number, which will appear promptly.

PENNSYLVANIA SCHOOL JOURNAL.—The July number of this Journal is the first of the ninth volume. We find its plan somewhat changed, and its general character greatly improved. The former editor, now State Superintendent of Common Schools, continues his relation as editor, and adds an official department that cannot fail to be, in the highest degree useful, officially and educationally. Besides, it has a large number of able and regular correspondents who write over their own signatures. It is now one of the best educational journals in the United States.

PARKER & WATSON'S NATIONAL FIFTH READER.

This is a volume of six hundred pages, large twelve mo., printed on fine paper and substantially as well as handsomely bound. Turning from the mechanical to the literary execution—from the body to the soul—of the work, a half day's careful examination has given us noth-

ing but unalloyed pleasure. It is worth all the readers put together that were in the schools during the years of our pupilage. If we had found such a book in those days, we fancy that we should have committed most of it to memory, as we did the contents of the old English Reader. It is a small library in itself, filled with the choicest gems of English and American literature. A single feature of the book makes it invaluable for reference. The selections are taken from the works of the best writers on both sides of the Atlantic, and at the close of a selection is a short biographical sketch of the author. From this source the inquiring student learns something of the time, place, and circumstances in which these scintillations of genius were struck off for the enlightenment of the world.

We have not time to go into an analysis of the work, but will simply quote the first paragraph of the Preface, and merely add our conviction that the authors have accomplished what they "aimed at."

"In the preparation of this volume, we have aimed to make it a complete and sufficient work for advanced classes in Reading, Elocution, and English and American Literature; to furnish, in an available form, such an amount of biographical, historical, classical, orthoepical, and miscellaneous matter, as to render it highly valuable as a book of reference; and to present a collection of pieces so rich, varied, perspicuous, and attractive as to suit all classes of minds, all times, and all occasions."

**BARTON'S HIGH SCHOOL GRAMMAR.**—We have heretofore noticed this, most excellent school book, and, as our readers will remember, commended it in strong terms. It is the highest of a series of Grammars, all of which possess superior merits. The author is of Montgomery, Alabama, and is doing more than any other man in the South for the promotion of the school interests of his section of country. These remarks have been suggested by a notice of "The High School Grammar," met with in the *Georgia Educational Journal*, and which we deem worthy of a place in the *EDUCATOR*. That paper says:

We have examined the work with great care and not without profit and if it does not meet the wants of the teacher and the student in giving a clear "view of the leading features of English Philology," then we have greatly misjudged, and must confess our inability to discern the claims of any book to popular favor.

Some of the excellencies of the work it may not be amiss for us to mention.

- 1st. The simplicity of the definitions.
- 2d. The conciseness and clearness with which he treats all subjects.
- 3d. The beauty of his system of presenting one thing at a time.
- 4th. The gradual development of the principle of the language as he proceeds from one subject to another.
- 5th. The rejection of useless technicalities and absurd philological metaphysics.
- 6th. The freedom of the work from newly coined words and phrases with which to bolster up some unique theory, or on account of which it is claimed to be an improvement. Some works have no claim upon public favor unless it be that they differ from all others. This is the distinguished characteristic of many Grammars of recent publication. The Grammar before us, deals in no such cheats to deceive the literary world.

These are some of the excellencies of this work, but not all.

We have no hesitancy in saying, that this work will save a vast amount of labor both to the teacher and the pupil. It is the result of a lifetime spent in study and research by an able and experienced teacher, and he could not have failed to detect many of the difficulties experienced in teaching Grammar, and by various means, seek to make the study more simple and systematic. The extensive sale of his works show how successfully he has met with difficulties with which teachers have hitherto contended.

THE EDUCATIONAL RECORD, published in Lancaster, Pa, a semi-monthly, was commenced in June, 1860. The third number is before us. Its form is quarto, its editorials spirited, and its contents generally instructive. Subscription price \$1 per annum. D. C. SANDERS, publisher.

Educational journals abound in Pennsylvania.

THE SOUTHERN TEACHER.—The July number of this excellent Journal, edited and published in Montgomery, Alabama, by Prof. W. S. BARTON, closes its first volume. It is henceforth to be published monthly, at \$2 per annum. It abounds in matter interesting and useful to the teacher and in the home circle, and ought to have an extensive circulation throughout the South.

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#### OSAGE COUNTY TEACHERS' ASSOCIATION.

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EDITOR OF EDUCATOR—The Osage County Teachers' Association met in Linn, pursuant to previous notice, on the 26th of May, 1860.

Officers present, were A. J. Seay, President; Geo. W. Hopkins, Vice President; J. A. Miller, Treasurer; D. Hopkins, Recording Secretary, and J. K. Kidd, Corresponding Secretary.

Reports of Committees being called for, the committee appointed to report upon a uniform list of text books to be used in the schools of Osage county, submitted the following report, to wit:

We, the committee, respectfully recommend Webster's Elementary Spelling Book; McGuffie's Series of Readers; Montith & McNally's School Geographies; Pinneo's Series of Grammars, Ray's Series of Arithmetics; Willard's Histories; Parker's Natural Philosophies; Payson, Dunton, and Scribner's Penmanship; Webster's Abridged Dictionary, and Webster's Pictorial Unabridged Dictionary, to the use of the common schools of Osage county.

The report was received and adopted.

Association then adjourned till to-morrow morning.

FRIDAY MORNING, May 25th.

Association met pursuant to adjournment; officers all present. There being no further business before the association, the superintendent of the school fair (J. A. Miller) announced that the classes and names of contestants for prizes were in his possession.

Then, after some preliminaries and suggestions, the examination commenced, which lasted till Friday afternoon, with increasing interest. The superintendent and the committees, who were miscellaneously selected from time to time, received the thanks of the association and the audience, for the indefatigable exertion which characterized all their movements.

Our meetings are having an influence for good among the people.

We see, and hail with joy the lively and increasing interest which is manifested by our farmers and mechanics in the promotion of the cause of education—a cause which is alone calculated to raise man from the dust of degradation to that high and noble position for which he was evidently intended by his Creator.

Our next meeting (which is our annual meeting) will commence on the 3d Monday in July next. (past.)

We hope to see *all* our teachers, and *many* of the friends of education in attendance, for we feel that it is *good* and *pleasant* “for brethren to dwell together in unity.”

INCOGNITO.

PRINCETON, Mo., June 26th, 1860.

EDITOR MISSOURI EDUCATOR—*Dear Sir*—As it is a pleasure to me to read the proceeding of the different County Associations throughout the State, I thought it might be some satisfaction to teachers elsewhere, to know that we are doing something in the great cause of education here, and therefore I send you a synopsis of the proceedings of the different meetings of the Mercer County Teachers' Association, for publication. We purpose holding an Institute or session of a week in the forepart of October. We have the promise of Prof. J. L. Tracy's services at that time.

I have been unable as yet, to procure any subscribers to your valuable journal, but hope to do so at the next meeting, as I have the promise of some. It is a very welcome visitor with me; I have only to regret on my own part, that I did not know of the existence of such a journal sooner. I regard it as not only a privilege, but the duty of every teacher to rally to its support.

Yours truly, WM. B. ROGERS.

MERCER COUNTY TEACHERS' ASSOCIATION.—Pursuant to notice a number of teachers of Mercer county assembled at Princeton, on the 31st of December, 1859, for the purpose of considering the importance of organizing a County Teachers' Association. Wm. B. Rogers was appointed Chairman, and Joseph A. Kennedy, Secretary. After discussing the importance of a permanent organization, and passing resolutions expressive of the sense of the meeting, a committee was appointed to draft a constitution.

Meeting adjourned to meet on the first Saturday in February, 1860.

SATURDAY, February 4th, 1860.

Society met pursuant to adjournment. The preliminary business being disposed of, the committee reported a constitution. A vote was then taken upon the articles separately, and then on the constitution, as a whole, and adopted.

The election of officers resulted as follows:

President, Wm. B. Rogers; Vice President, J. C. Porter; Secretary, P. O. James; Business Committee, Joseph A. Kennedy, C. M. Row, and Samuel L. Strong.

Mr. Strong read an essay on the subject of school government, and was followed in able and eloquent address by Bev. J. C. Porter, after which the society adjourned.

The constitution makes it obligatory to meet every two months.

There have been two meetings held since the adoption of the constitution, and addresses delivered by Joseph A. Kennedy and Benton Jones, Esq's.

The next meeting will be held at Princeton on first Saturday, in August.

WM. B. ROGERS, Pres't.

J. C. PORTER, Sec'y.

## ANDREW COUNTY TEACHERS' ASSOCIATION.

Pursuant to adjournment the Association convened at the Court-room in Savannah on Friday, June 29th.

In the absence of the President the, Vice President, J. H. Hillard, took the chair.

On motion of W. C. Regal, F. P. Nichols was appointed Secretary for this meeting.

The first exercise was a model class in Arithmetic, in which Dr. Bruner and others participated.

The Association then adjourned till 1, p. m.

Upon re-assembling Prof. Tracy gave some familiar illustrations in Geography, after which Dr. Bruner proceeded to deliver an address upon the relation existing between our School System and the perpetuity and stability of our government.

The Dr. started out by showing the great moving powers of the world. The Cross, the Press, Steam-Engine, and the School.

The three former inoperative without the School. Our School System requires for its symmetry and beauty, the Common School, the Academy, the College. Present Education of our country, wrong; errors pointed out. The remedy suggested, &c., &c.

At 8, p. m., a large audience was entertained by Prof. Tracy, in a lecture upon the Educational System of Missouri, its positive defects and possible remedies.

The Prof. was listened to with profound attention as he portrayed the evils of our present school system, and the means within our reach for their remedy.

Among the last he dwelt with particular emphasis upon the agency of Teachers' Institutes and a Normal School. We wish the true and noble sentiment he advanced could reach the mind and influence the action of every parent and teacher in Missouri. We bid him God speed in his earnest and self-denying efforts to reform the abuses and improve and elevate the condition of our State School System.

On Saturday morning the court-room was crowded with citizens, eager to witness spelling exercise, under the direction of Prof. Tracy.

The first prize for excellence in the exercise, was awarded to Charles F. Hart. He having attained 100 per cent., the maximum. Twenty certificates were also awarded to those who had attained a per cent. entitling to merit.

The audience were then favored with a Declamation by Master Norton Gregory, of Fillmore, which was received with great applause.

Remarks were made by Prof. Tracy, Dr. Bruner and others, in regard to uniformity in Text-Books, and also of the necessity of sustaining a School Journal in the State.

On motion of W. C. Regal the Association proceeded to elect the following officers for the ensuing year:

J. H. Hillard, President; V. P. Kelly, Vice President; W. C. Regal, Secretary; F. P. Nichols, J. C. McElroy, L. A. Curtice, Executive Committee; J. G. Smith, W. C. Regal, L. A. Curtice, Committee on Music; John Hall, Treasurer.

Six active members were elected to the Association, and the following honorary members: Dr. Smith, G. L. Hays, Esq., Captain Rogers, John Crook, Esq., Rev. W. D. Symington, Rev. S. W. Cope, Maj. M. R. Singleton, Prof. Tracy.

Delegates were appointed to the State Teachers' Association in St. Louis.

On motion of F. P. Nichols,

*Resolved*, That we heartily commend to the teachers and friends of education in this county, the *MISSOURI EDUCATOR*, and bespeak therefor their earnest efforts to extend its circulation in every school district in the county.

On motion of J. C. McElroy,

*Resolved*, That the next meeting of this Association be held in Savannah, commencing on the 15th of October and continuing one week.

*Resolved*, That the following named gentlemen constitute a Committee of Arrangements in Savannah.

Capt. Rodgers, Dr. Smith, Kemp Roberts, J. T. Stevenson, and J. G. Willis.

On motion of V. B. Kelley,

*Resolved*, That we tender to Prof. Tracy and Dr. Bruner our hearty thanks for their generous efforts and labors with this Association.

On motion,

*Resolved*, That the minutes of this meeting be offered for publication, to the *Savannah Democrat, Plaindealer*, and *MISSOURI EDUCATOR*.

On motion adjourned

J. H. HILLARD, *President*.

F. P. NICHOLS, *Secretary*,

### A WESTERN CRITICISM.

A correspondent of the *Buffalo Courier* narrates the following shrewd criticism passed by a rough Western man on the *Prairie Picture*, by Beard, the well known artist of Cincinnati:

A few mornings ago, as I was standing admiring—as I confess myself quite fond of doing—that beautiful deer group, a tall, unmistakably Western man came up behind me, and looked over my shoulder. I noticed at once the quick stoppage of breathing; but, to my surprise, the stop was short, and something like a laugh quickly succeeded. Looking up, I saw a yellow face overspreading with a smile, and there was a decided twinkle in the eye:

"Pshaw!" said he, "that's no picture, after all. That aint no fair representation."

"Why," said I, "that struck me as being a pretty good painting."

"May be it's good enough for a *painting*," said the Western man; "I don't say anything agin that; but there never was no scene enacted like it. Jest look at that tall rice grass up there, and then the fern weeds below—who ever saw them grow together? Why, the one grows on wet and the other on dry land. But that's pretty wet land," he concluded, "and jest see them deers' feet—how clean they be! They ought to be mud up to their knees; and at the gait they're going at, they'd be spotted with mud all over. I tell ye, when I went to that country first, the men skeered me sometimes, driving their wagons on to a wet prairie, but they'd tell me it was all right, and sure enough, I'd find good bottom a foot down. Then the next thing I knowed they would be giving a pretty wide berth to a place that looked, at first sight, edzacktly like the other; and I soon found an easy way to tell it was by the grasses. If any of ye know that painter chap," said the unconsciously keen critic, as he prepared to move off, "jest tell him—but it's no use," he said, lowering his voice, "that's a good enough city prairie!"

The above very forcibly illustrates the value of a habit of careful observation, and the necessity on the part of an artist of thorough understanding the habits of vegetation. Paintings should truly represent, or illustrate, life as it is. Upon their fidelity in this respect their chief value depends. A picture may be rough, but life-like; or it may be executed with superior artistic skill, and yet false in its essential features.